

**A STUDY ON NEED ANALYSIS IN ESP AND ESP TEXTBOOK
EVALUATION IN THE DEPARTMENT OF MEDICAL**

THESIS

**In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education**



by:

**ANISA KURNIADHANI SURYO PUTRI
NIM 201620560211034**

**DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG
APRIL 2020**

**A STUDY ON NEED ANALYSIS IN ESP AND ESP TEXTBOOK
EVALUATION IN THE DEPARTMENT OF MEDICAL**

Proposed by:

**ANISA KURNIADHANI SURYO PUTRI
201620560211034**

Has been accepted on
Thursday, 16 April 2020

Advisor I

Advisor II

Dr. Hartono

Bayu Hendro Wicaksono, Ph.D

Director of Directorate of
Postgraduate Program

Head of Study Program

Prof. Akhsanul In'am, Ph.D

Dr. Estu Widodo

THESIS

Written by:

ANISA KURNIADHANI SURYO PUTRI
201620560211034

Has been examined in front of examiners
On **Thursday, 16 April 2020** and decided that
It has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

The Examiners

Chief : Dr. Hatono

Secretary : Bayu Hendro wicaksono, Ph.D

1st Examiner : Dr. Estu Widodo

2nd Examiner : Dr. Sudiran

LETTER OF STATEMENT

I, the undersigned:

Name : ANISA KURNIADHANI SURYO PUTRI
NIM : 620560211034
Study Program : Magister Pendidikan Bahasa Inggris

Hereby, declare that:

1. The thesis entitled : **A STUDY ON NEED ANALYSIS IN ESP AND ESP TEXTBOOK EVALUATION IN THE DEPARTEMNT OF MEDICAL** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 16 April 2020

The Writer,



ANISA KURNIADHANI S.P

MOTTO AND DEDICATION

MOTTO:

“Allahumma yassir walaa tu’assir.”

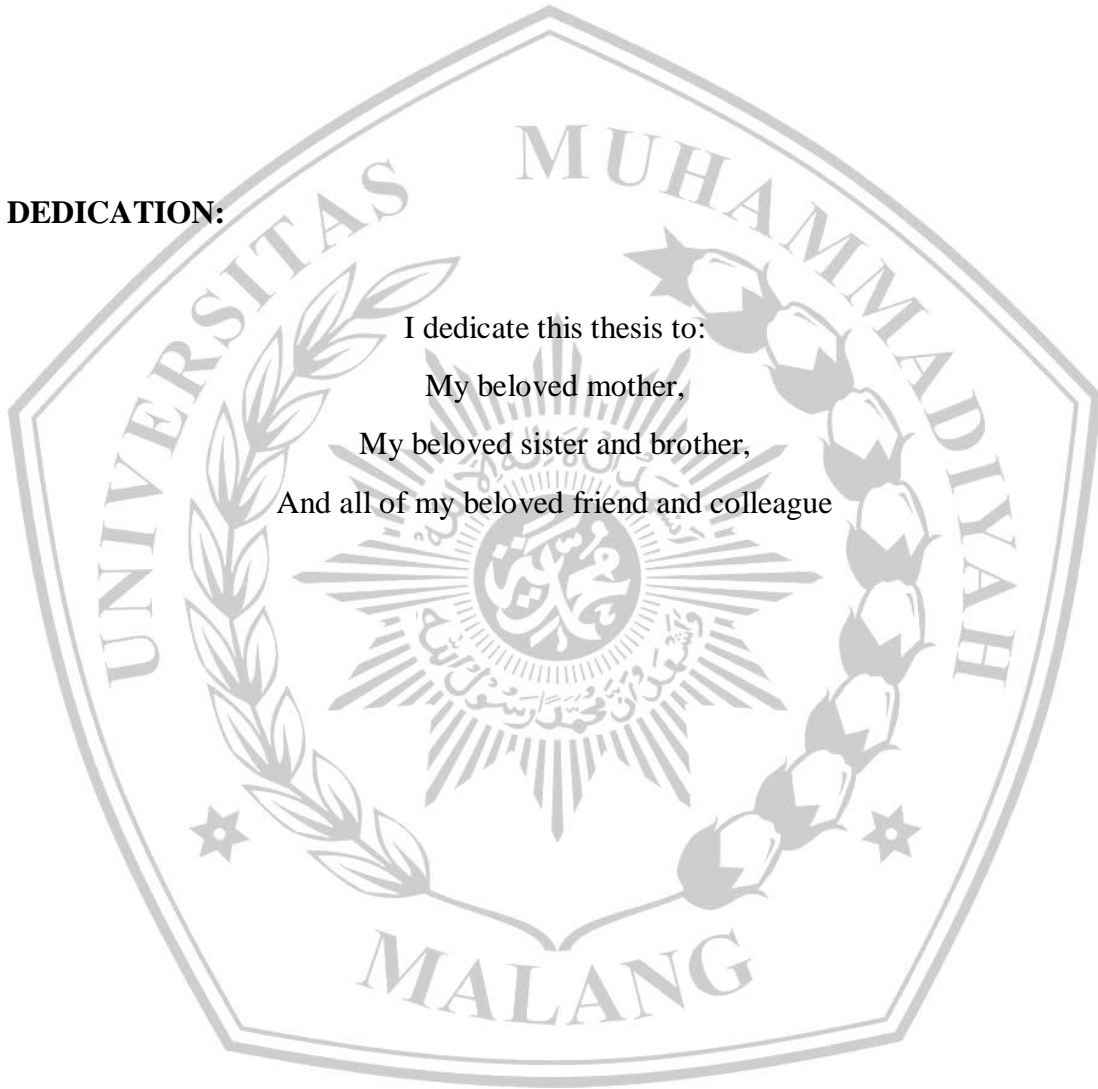
DEDICATION:

I dedicate this thesis to:

My beloved mother,

My beloved sister and brother,

And all of my beloved friend and colleague

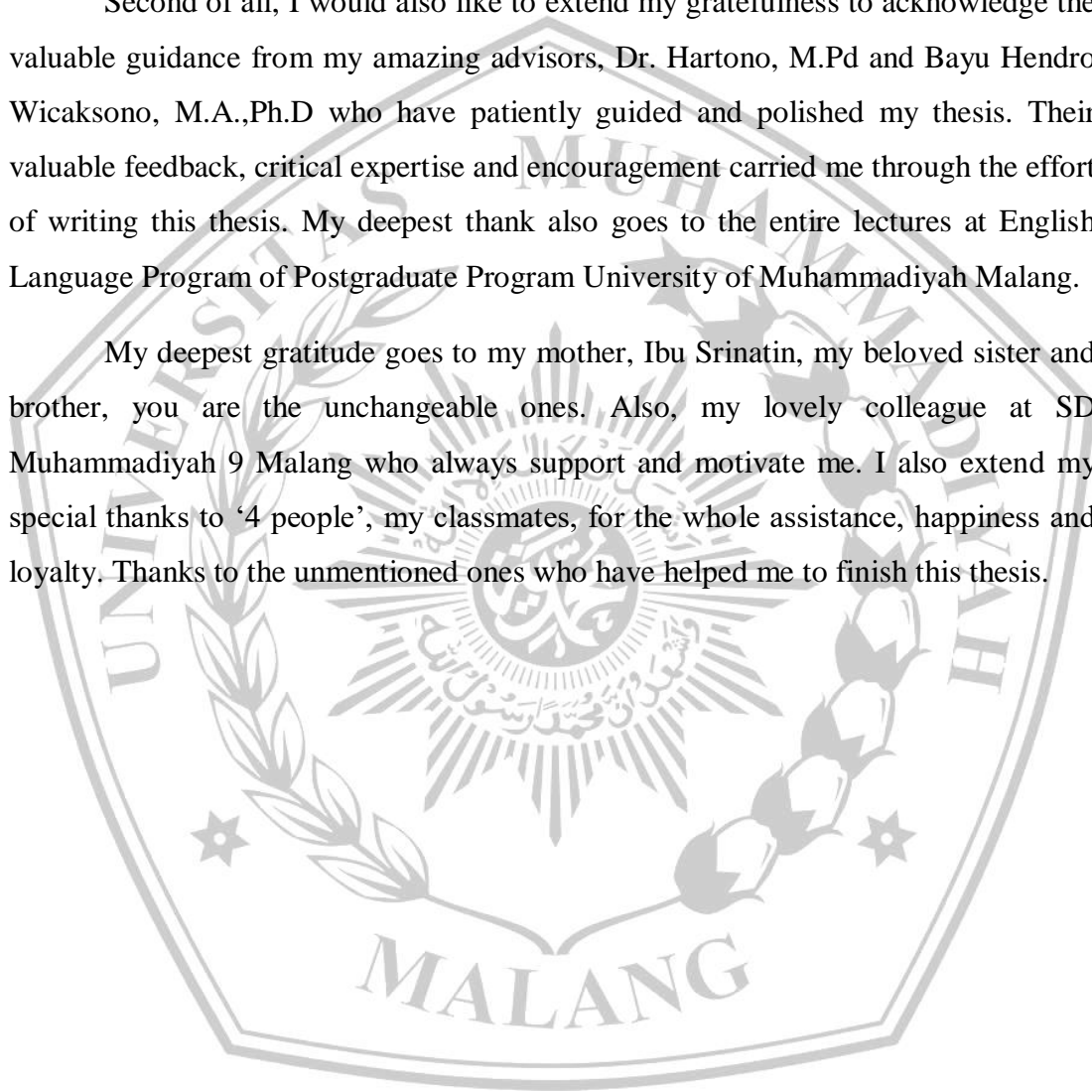


ACKNOWLEDGMENTS

First of all, I would like to express my deepest gratitude to Allah SWT for the countless blessings and guidance granted to me and my family, there is nothing to compare with it, so that this thesis could be finished.

Second of all, I would also like to extend my gratefulness to acknowledge the valuable guidance from my amazing advisors, Dr. Hartono, M.Pd and Bayu Hendro Wicaksono, M.A.,Ph.D who have patiently guided and polished my thesis. Their valuable feedback, critical expertise and encouragement carried me through the effort of writing this thesis. My deepest thank also goes to the entire lectures at English Language Program of Postgraduate Program University of Muhammadiyah Malang.

My deepest gratitude goes to my mother, Ibu Srinatin, my beloved sister and brother, you are the unchangeable ones. Also, my lovely colleague at SD Muhammadiyah 9 Malang who always support and motivate me. I also extend my special thanks to '4 people', my classmates, for the whole assistance, happiness and loyalty. Thanks to the unmentioned ones who have helped me to finish this thesis.



A STUDY ON NEED ANALYSIS IN ESP AND ESP TEXTBOOK EVALUATION IN THE DEPARTEMNT OF MEDICAL

ANISA KURNIADHANI S.P

anisakurniadhani406@gmail.com

Dr. Hartono (NIDN. 0723096201)

Bayu Hendro Wicaksono , Ph.D. (NIDN. 0728117401)

Master of English Language Education, University of Muhammadiyah Malang
Malang, East Java, Indonesia

ABSTRACT

Several studies on the need analysis in learning ESP and ESP textbook evaluation concerned on the content analysis and only a few focused on the empirical study of learning ESP and ESP textbook evaluation. This study attempted to investigate the medical students' needs in learning ESP and the quality of ESP textbook from the point of view of the textbook users. The investigation in medical students' needs in learning ESP includes speaking, reading, and writing materials.

The study employed a survey of need analysis in learning ESP and ESP textbook evaluation. There were 49 students of medical in the second semester in the Department of Medical of University of Muhammadiyah Malang participating in this study. The data were collected through questionnaires. The data obtained were tabulated to see the percentage of the medical students' responses in each variables.

Based on the result of data analyses, first it was found that the materials for language skills which are importance for medical students in the future workplace. In the speaking skills, the majority of the students needed materials such as speaking to the patients, giving instruction to the nurse, and reporting diagnoses to teamwork. In the reading skills, the medical students' needs included reading medical journals and medical textbooks. In writing skills, the medical students needed to write medical journals, medical reports, and lab report. Second, in general it was found the medical students are dissatisfied with the ESP textbook. However, there are some aspect that dissatisfied of the medical students. These includes general appearance, visual, book objective, exercise, reading materials, and writing materials. Other criteria which also already meet the need of the medical students include layout and design, subject and content, exercise, and speaking materials. Therefore, the ESP textbook for the medical students needs to develop in some aspects to make it better.

In response to the result of study, it is suggested to improve the aspect of the textbook which still did not meet the need of the medical students. It is also suggested to the future researcher who intend to conduct similar study to consider ESP.

Keywords: Need Analysis, ESP Textbook, Evaluation, Medical Students.

SEBUAH STUDI ANALISIS KEBUTUHAN DI ESP DAN ESP TEXTBOOK EVALUASI DI JURUSAN KEDOKTERAN

ANISA KURNIADHANI S.P
anisakurniadhani406@gmail.com
Dr. Hartono (NIDN. 0723096201)

Bayu Hendro Wicaksono , Ph.D. (NIDN. 0728117401)
Magister Pendidikan Bahasa Inggris, Universitas Muhammadiyah Malang
Malang, Jawa Timur, Indonesia

ABSTRAK

Beberapa studi tentang analisis kebutuhan dalam pembelajaran ESP dan evaluasi buku teks ESP berkaitan dengan analisis konten. Studi ini berusaha untuk menganalisis kebutuhan mahasiswa kedokteran dalam mempelajari ESP dan kualitas buku teks ESP dari sudut pandang pengguna buku teks. Investigasi dalam kebutuhan mahasiswa kedokteran dalam belajar ESP termasuk dalam materi berbicara, membaca, dan menulis.

Studi ini termasuk dalam survei analisis kebutuhan dalam mempelajari ESP dan evaluasi buku teks ESP. Ada 49 mahasiswa kedokteran pada semester kedua di Departemen Kedokteran Universitas Muhammadiyah Malang yang berpartisipasi dalam penelitian ini. Data dikumpulkan melalui kuesioner. Data yang diperoleh ditabulasi untuk melihat persentase tanggapan siswa medis di setiap variable.

Berdasarkan hasil analisis data, pertama-tama ditemukan bahwa bahan ajar untuk keterampilan bahasa yang penting bagi mahasiswa kedokteran di tempat kerja masa depan. Dalam keterampilan berbicara, sebagian besar siswa membutuhkan bahan-bahan seperti berbicara kepada pasien, memberikan instruksi kepada perawat, dan melaporkan diagnosis ke kerja tim. Dalam keterampilan membaca, kebutuhan mahasiswa kedokteran termasuk membaca jurnal medis dan buku teks kedokteran. Dalam keterampilan menulis, mahasiswa kedokteran perlu menulis jurnal medis, laporan medis, dan laporan laboratorium. Kedua, secara umum ditemukan bahwa mahasiswa kedokteran tidak puas dengan buku teks ESP. Namun, ada beberapa variabel yang tidak memuaskan para mahasiswa kedokteran. Ini termasuk penampilan umum, visual, tujuan buku, latihan, bahan bacaan, dan bahan tulisan. Disisi lain adapun kriteria yang sudah memenuhi kebutuhan mahasiswa kedokteran termasuk desain, subjek dan konten, latihan, dan bahan berbicara. Oleh karena itu, buku teks ESP untuk mahasiswa kedokteran perlu dikembangkan dalam beberapa aspek untuk membuatnya lebih baik.

Menanggapi hasil penelitian, disarankan untuk meningkatkan aspek buku teks yang masih belum memenuhi kebutuhan mahasiswa kedokteran. Juga disarankan untuk peneliti masa depan yang berniat untuk melakukan studi serupa bisa digunakan sebagai pertimbangan disaat mendisain materi untuk ESP.

Kata kunci: Analisis Kebutuhan, Buku ESP, Evaluasi, Mahasiswa Kedokteran

TABLE OF CONTENTS

APPROVAL SHEET	ii
LEGALIZATION.....	iii
LETTER OF STATEMENT.....	iv
MOTTO AND DEDICATION	v
ACKNOWLEDGMENTS	vi
ABSTRACT.....	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	ix
INTRODUCTION.....	1
Background of the Research.....	1
Statement of the Problems.....	4
Objectives of the Research	4
Significances of the Research	4
Scope and Limitations of the Research	5
Definition of the Key Terms	5
REVIEW OF RELATED LITERATURE.....	7
Learning English for Specific Purposes (ESP)	7
ESP for Medical Students.....	8
Need Analysis	9
Medical Students Needs in Learning ESP.....	10
ESP Textbook	10
ESP Textbook for Medical Students.....	11
Textbook Evaluation	13
ESP Textbook Evaluation.....	15
RESEARCH METHOD	17
Research Design.....	17
Data Source.....	17
Data Collection	17
Questionnaires.....	Error! Bookmark not defined.
Step in Collecting Data.....	19
Data Analysis	19
RESEARCH FINDINGS AND DISCUSSION.....	21

Findings	21
Discussions	34
CONCLUSIONS AND SUGGESTIONS	38
Conclusions.....	38
Suggestions	38
BIBLIOGRAPHY	40
APPENDICES	49



LIST OF TABLES

Table	Page
3.1 The blueprint of the questionnaire of the medical students' needs in learning ESP	20
3.2 Interpretation of Satisfaction Level Scores	24
4.1. The Medical Students' Responses on The Needs in Speaking Skills	29
4.2. The Medical Students' Responses on The Needs in Reading Skills	30
4.3. The Medical Students' Responses on The Needs in Writing Skills	31
4.6. The Medical Students' Responses toward General Appearance in The Medical ESP Textbook.....	32
4.7. The Medical Students' Responses toward Layout and Design in The Medical ESP Textbook.....	34
4.8. The Medical Students' Responses toward Visuals in The Medical ESP Textbook.....	36
4.9. The medical students' responses toward The Objectives of the Medical ESP Textbook.....	37
4.10. The Medical Students' Responses toward Subject and Content in The Medical ESP Textbook	38
4.11. The Medical Students' Responses toward Exercises in The Medical ESP Textbook.....	39
4.12. The Medical Students' Responses toward Speaking Materials in The Medical ESP Textbook.....	40
4.13. The Medical Students' Responses toward Reading Materials in The Medical ESP Textbook.....	41
4.14. The Medical Students' Responses toward Writing Materials in The Medical ESP Textbook.....	42

INTRODUCTION

This chapter provides an overview of research. It covers: background of the research, research problem, objective of the research, significance of the research, scope and limitation, and definitions of the key terms.

In the last few years, teaching and learning English for Specific Purposes (ESP) had gained the attention of numerous English as a Foreign Language researchers (e.g.

Background of the Research

Graham & Beardsley 2006, Saleh, Alfallaj, & Arabia 2016). As pointed out by a number of scholars (e.g. Liu, Chang, Yang, & Sun, 2011, Akbari, 2016) learning ESP is highly beneficial for EFL students because the goal of teaching ESP course should compromise English proficiency not only for the office, but also for the use in specific workplace, such as factory, hotel, laboratory, medical field, etc. Furthermore, the students who are learning ESP are expected to be able to use English for their profession in their workplace or academic field. As reported by Malmström, Pecorari, & Shaw (2018), learning ESP course is more engaging than learning English in general. Such a view has also been supported by other researchers (William & Brunton, 2009), who investigated two different classes, the first class used ESP approach, and the second class was regular class. The result showed that the students with the ESP approach were more motivated in learning English rather than those in regular class.

On the other hand, there are still fundamental problems that can be found in learning ESP course. One of the problems which is highly criticized by the researchers is that most of ESP courses in university level are still far from need of the students (Liton, 2016). Poedjiastutie (2017), for instance, investigated the obstacle faced by the students in learning ESP. The result of the study revealed that the students were dissatisfied with the textbook because it was far from their expectation. As illustrated by Poedjiastutie (2017, p. 348), “ESP textbook is almost the same as those used in the English Department. So what is difference between ESP and GE in our class”.

Davari, Iranmehr, and Erfani (2013) conducted a study on the critical evaluation of ESP textbooks. The findings showed that the ESP textbooks had (1) low

face validity, (2) lack of materials reviewing and updating, (3) ineffective and traditional exercises and drills, and (4) misconception of ESP.

Furthermore Akbari (2015) explored the Iranian students' perception of their problems in learning ESP. The result showed that there was an urgent need for revision and reconsideration of ESP textbook to fulfill the students' need at MA Paramedical level. Another researcher, Liton (2016), investigated the gap between what business students learn in ESP class and what they need in real workplace. The research result revealed that ESP textbook had to adapt the practical workplace needs related with materials through need analysis.

By considering those reasons, it can be concluded that the involvement of the students and support from a good textbook will be very helpful in learning ESP. In line with this, Lavinia & Alina (2017) claim that finding appropriate material is one of the key roles in learning ESP. Therefore, it is considerably important to understand that selection of textbook for learning ESP should always go well together with the students' need which leads to the success of implementing English in their future study or workplace. As recommended by Gatehouse (2001), materials including textbooks should be based on the students' needs analysis since it is the concern of ESP (Lin, Wang, & Zhang, 2014). To illustrate the importance of textbook for students in learning ESP, Vicic (2011) asked the students why they used textbook as the main source in ESP course. The result showed that the students viewed a textbook as a framework or a guide that helped them organize their learning both outside and inside the classroom during discussion of the lessons, while doing activities and exercises, doing homework, and preparing for test. A textbook enables them to learn better, faster, clearer, easier and more. In short, textbook should be helpful for the students to support autonomous learning.

Related to ESP, in Indonesian context, local textbooks are created by the universities in order to meet the need, interest, and skill level of the students. It is also important to make the textbooks affordable for the students. The textbooks are designed for a particular field through the process of content selection, adoption, or adaption from a number of sources, then, focus on the language, skills, and genres appropriate to the specific activities the students need to carry out in English.

Even though the ESP textbook had been developed by many curriculum designers and teachers, the process of implementing the materials in real setting of English classes are still not quite successful especially in the matter of making the students' activeness in the process of teaching and learning. These phenomena are because of the following reasons: The first is the limited efforts on need analysis and modifying the material included in the textbook (Al Fraidan, 2012; Danaye Tous & Haghighi, 2013; Chovancová, 2014). The second is the students dissatisfied with the current ESP textbook because the activity on the textbook almost the same as general English textbook (Baleghizadeh & Rahimi, 2011; Reynolds, 2014).

Therefore, the research on the ESP textbook evaluation has been done by several researchers. In 2013, Danaye Tous & Haghighi (2013), studied to explore the computer engineering students' need in learning ESP through textbook evaluation. The finding showed that they need materials that enrich their ability in listening and writing skills. Another study in 2019 by (Susana & Iswara, 2019) also explore the need of Informatics Engineering Students toward learning ESP. The result of the study showed that they needed exposure on interactive materials to help improve their ability in ESP class. In 2016, (Chovancová, 2014; Germizaj & Hoxha, 2014; Lavinia & Alina, 2017; Saientisna, 2013; Setiawati, 2017) they investigated the need of the students in their ESP textbook and most of them need to learn new vocabulary related with their major, many word rather than grammar, and using authentic materials for the students' better integration for future workplace or continuing their study.

To ensure the right pathways and to ensure that students will walk into the right process is the aim of needs analysis and textbook evaluation. Argue that Need Analysis (NA) can accommodate teachers in determining what learning ESP that match the students' goal and at the same time improve their skill in English and make them more focus on their learning. Thus, NA helps teacher or Institution identify the gap between what has been done and what is needed to be done. In addition, textbooks also become a major concern in ESP program (Alemi & Sadehvandi, 2012; Hwang, 2011; Jamshidi & Soori, 2013; Mohammadi & Abdi, 2014; Muhsen Al Harbi, 2017) as they determine the betterment of educational outcomes, and it is an important component in the quality maintenance of nations. Therefore, an NA study and textbook evaluation are

conducted here in order to explore medical students' needs in learning English and their satisfaction as the users of the ESP textbook provided by the Language Center.

Statement of the Problems

Based on the background of the study, this research is intended to investigate the needs of the medical students in learning ESP and their satisfaction as the users of ESP textbook entitled "*English for Medical Science*". To be more specific, the problems are specified as follow:

1. What are needs of medical students in learning ESP?
2. How much does the ESP textbook entitled "*English for Medical Science*" satisfy the needs of the medical students in learning ESP?

Objectives of the Research

Based on the statement of the problems mentioned above, the research is intended to describe the needs of the medical students in learning ESP and their satisfaction as the users of ESP textbook entitled "*English for Medical Science*". More specifically, the objectives of the research are specified as follow:

1. To describe the needs for medical students in learning ESP.
2. To know how far the medical students satisfy with their ESP textbook entitled "*English for Medical Science*" as the users of the textbook.

Significances of the Research

The findings of this research are expected to give some theoretical and practical advantages for the following parties.

1. As the research involved the medical students in the Faculty of Medical at the University of Muhammadiyah Malang, it will give information on the needs of the medical students in learning ESP.
2. The extent of satisfaction of the users on the textbook they use will benefit not only researchers and students but also textbook designers, publishers, governments, ultimately, and decision makers. More specifically, the findings will give some necessary advice to classroom instructors in the Faculty of

Medical on areas where a textbook can achieve its goals and on what parts will they need to use supplementary materials.

3. For the future researchers, the findings could be a comprehensive reference to conduct further studies in the area of ESP textbook evaluation and ESP programs in general.

Scope and Limitations of the Research

The scope and limitation of this research are presented as follows:

1. This research is concerned only on the empirical research on the needs of the medical students in learning ESP especially in materials and the evaluation of their satisfaction on the textbook of *“English for Medical Science”*.
2. The textbook *“English for Medical Science”* that became the object of study was the existing textbook used by the students in the Medical Department. The participants involved in the research are the medical students in the first semester who are the users of the textbook.

Definition of the Key Terms

There are some key terms included in this research. In order to give more insight to the reader and avoid misunderstanding and ambiguity toward the terms and misconception of the ideas used in this research, the key terms are described as follow.

1. **Need Analysis** is a procedure or technique to gather any related information for design language learning requirements of students in the context of particular institutions based on their learning and teaching situation (Master, 2016). Thus, with the function of Needs Analysis to support the learning ESP in the context of medical, it is necessary to identify medical students' needs in learning ESP.
2. **ESP Textbook** is a book which provides the core materials for a language-learning course in which a variety of issues are covered considering the learning requirements of the students and the teachers within a course period (Tomlinson, 2011). In this study, the textbook is material for the teaching and learning that is used by the students in medical department published by the Language Center of Muhammadiyah Malang entitle *“English for Medical Science”*.
3. **Textbook Evaluation** refers to the process of seeking to establish the value of something and gathering of information to make a sound decision which is analyzed

and reported to stakeholders or interested parties (Jafarigohar, 2013). In this study, the textbook evaluation refers to the assessment of the medical students' satisfaction with the ESP textbook entitled "*English for Medical Science*" published by the Language Center of UMM.



REVIEW OF RELATED LITERATURE

This chapter elaborates a brief description and explanation about the theoretical framework and the previous studies which are related to the research. .

Theoretical framework includes the theories used in this research that contains these points; (1) Learning English for Specific Purposes (ESP), (2) ESP for Medical Students, (3) Need Analysis, (4) Medical Students Needs in Learning ESP, (5) ESP Textbook, (4) ESP Textbook for Medical Students (5) Textbook Evaluation and (6) The Advantages and Disadvantages of The Textbook. The detail explanation as follows:

Learning English for Specific Purposes (ESP)

English for Specific Purposes (ESP) has become a crucial issues in learning English. Douglas (2017) states that ESP courses design the ESP students who want to learn English for their occupation in post-academic setting or for the ones who want English for academic purposes in pre-occupational setting. Further, the students from different fields need to learn English language to serve their purposes and fulfill their needs. Other experts (Charles & Pecorari, 2016) said that ESP is a firm which involves education, training and practice, and drawing upon three major realms of knowledge, they are language, pedagogy, and the students or participants' specific area of interest. Thus, ESP suggests thorough research to produce pedagogically suitable materials for mostly adult learners defined in a specific context. In short, ESP means learning English for a purpose and learning within a framework which makes reasons for learning not only clear, but also meaningful at the outset both students and teachers.

Generally, ESP is often divided into English for Academic Purposes (EAP) and English for Occupation Purposes (EOP). EAP is mainly concerned with the development of the language competence necessity to cope with the reading academic texts (research articles, research papers, monographs, etc.) dealing with specific topics and disciplines (medicine, psychology, business, technology, international law, etc.). On the other hand, in EOP, further sub-divisions are sometimes made into business English, medical English, political science English, professional English such as English for doctor, English for lawyer, English for tourism, nursing, social workers,

etc. EOP focuses on particular language skills needed by professional working in English speaking environment. Thus, the area of ESP in this research will be based on the students' needs in their future carrier or study.

ESP for Medical Students

In learning ESP, language education must be related to professional interests of learners and they should be able to perceive the link between learning a language and their career aspirations and professional lives (Poedjiastutie, 2017). For instance, in ESP for medical students, the students will need instruction in highly specialized medical terminology, topics and medical discourse, technical language used in professional communication, doctor-patient interactions, and features of academic medical context or dealing with medical literature in English. In agreement with Lu (2018), the findings revealed that the students needed effective communication skills in English to build trusting-patient relationship and provide quality of doctor.

After graduation, the medical students have several options referring to their professional careers. Specifically, some of them will be employed locally as doctors, some will remain at the Faculty as teaching staff. Recently, another option has become increasingly available which refers to the mentioned employment mobility. Thus, growing number of the medical students will seek jobs overseas after graduations and this has put even more emphasis on the need for proficiency in medical English (Howell, 2012). In Indonesia, several universities have considered medical graduates to participate more in the international scope. For instance, *University of Gadjah Mada* (UGM) establishes international class to enhance the international reputation (Media Efkagama: Internasionalisasi Akademik, Riset dan Kolaborasi, 2017). *Airlangga University* (UNAIR) also establishes an international class since 2010 to promote the international participation for its medical graduates (International Program Faculty of Medicine, n.d.). *University of Indonesia* (UI) also establishes international class to accommodate the growing advancement in medical treatment and the need for professional physicians who are qualified and competent for international curriculum demand (Faculty of Medicine, 2015). Currently, being a highly qualified medical

specialist means to be a member of international medical society. Thus, the main goal of ESP course for medical students is to enhance the students' motivation to study English for professional purposes starting from the first year in the medical school.

Need Analysis

Need Analysis (NA) is a key role in English for Specific Program (ESP) or in English language learning and it is important since it can provide valuable information for the future goal of classroom practice, for the planning courses, for the management of learning tasks and students. For instance, the study about NA was conducted at Loughborough University, New Technology Institute in the UK. The finding showed that engineering students need to be able to develop speaking, listening, and reading skills for their future workplace (Taylor & Markes, 2011). Another study conducted by Tsou (2009) the ESP program at NCKU was added new material based on the result of NA study. The finding of the NA showed that the students need to learned journal paper writing and conference presentation for their future study.

Another NA study was conducted in Chiang Mai-Thailand. The findings of this research show that the hotel employees preferred to concentrate on just specific English due to the main constraints of time and money. Thus, the English for Occupation Purposes (EOP) was the domain and that courses should be designed to employee's need (William & Brunton, 2009).

Furthermore, it is undeniable that the main focus of ESP is based on the student's needs in learning English. This means that in composing ESP materials, the teachers or the stakeholders should explore the student's needs in learning English. Therefore, when it is related to the student's special characters that are different from learners of the "General English". Consequently, a brief analysis of the student's needs should be the fundamental stage in designing ESP courses.

Moreover, before looking into the discussion of NA, some clarifications are needed in terms of terminological territories which are largely about the type of information that can be collected in NA. Zrníková (2015) divide needs into target situation needs in which centers on identifying the students' language requirements,

and academic tasks that should be able to succeed in their occupation or academic setting.

As this research, the researcher uses Target Situation Analysis (TSA) in NA suggested by some expert to investigate the medical students' language requirement and academic tasks in the ESP course.

Medical Students Needs in Learning ESP

Current studies investigating the student' needs in learning ESP become popular in an education setting (Ka-kan-dee & Kaur, 2015). Several experts define the students' need in learning ESP based on their target situation need (Bran, 2017). For example, Cheng & Anthony (2014) most of the result of NA study that the students' needs in learning ESP are material that related to their specific major study. Another study, Jameel et al. (2019) investigated medical journals, concise booklets, online books, and Internet-related articles. Another study conducted by Dahm (2011) finding indicates that target the students is only marginally aware of the terminology used in medical context.

By interpreting the data of NA, the teachers and course developers hopefully reduce the gap and address the learning needs and expectations. Especially for ESP textbook, a study conducted by Ryan (2011) at Health Science Faculty, Midlands Technical College suggested that ESP textbook should be specific to the students need. Thus, textbook is one of the essential media needed by the students in learning ESP.

ESP Textbook

As a matter of fact, in our country, Indonesia, English is considered as a foreign language, not a second language; therefore, the main source for learners to gain input is their textbooks and language practices of the classroom. For that reason, textbooks play an important role in confronting learners with language. To make a teacher or an instructor have progress in their teaching and learning process, a teacher or an instructor usually use some media to make it easier for them to explain the materials.

Therefore, the role of the textbook in the ESP course is impressive in making teaching preparation and conducting teaching; a teacher or an instructor and a student

needs a textbook as his or her source materials. ESP textbook has frequently originated in a particular teaching institution and has been modified to meet the wider requirement of the users of the textbook. On the other hand, sometimes the publisher does not demand unrealistically high standards and put aside a voice of ESP students. Huang (2016), Hutchinson, Tom & Waters (1987), Vicic (2011) argued that ESP textbook should correspond to the students' needs, and it should also reflect the uses (present or future), which the students will make of the language. It is clear that ESP textbooks like one of the most visible parts of any ESP teaching program in developing materials for ESP.

ESP Textbook for Medical Students

To make the students achieve the progress in their EPS learning process, the teachers usually use some media to make it easier for them to explain the materials. One of the media that is used by the teacher is textbook. In general, English Language Teaching (ELT) textbook is easy to buy, easy to carry and easy to study. On the other hand, for the ESP students it is impossible to use a particular textbook. Therefore, the ESP practitioners as course designers and material providers have to provide the materials based on the ESP students' needs.

Therefore, significant challenge for ESP course is the selection of materials included in the textbook. In line with this, Dudley-Evans and St John (1998) said that sourcing appropriate material is one of the crucial roles for ESP teachers or stakeholders. Survey study conducted by Lungu (2013) showed that ESP course should be characterized by the use of authentic materials. In line with Sinadinović & Mičić, (2013), in order to introduce and familiarize the students with medical topic, Ling Tung University in Taiwan provides an authentic medical text as the source in reading material.

In order to put the right man for the right subject, the institution should provide authentic materials in the textbook for medical students. It is to help the students bridge the gap between the classroom and the outside world such as field study, workplace, profession and so forth. Supported by Laborda & Litzler (2015), authentic materials particularly can help the students to achieve the target language. In line with the

previous studies, Allouche (2012), Alqurashi (2016), Antic (2007) agree that authentic materials are constructed based on the students' intention and purpose for learning.

Jurov (2008) found that the medical terminology is important part in medical textbook in order to access the basic knowledge of medical students. As suggested by Gotti & Salager-Meyer (2016) that there are plenty of activities from the ESP teachers to develop the variety of authentic materials related to the medical specialized terminology. Zohoorian (2015) found that the authentic materials achieved higher level in learning ESP compared with the traditional context. It means that providing authentic materials could help the students to meet workplace requirements.

In addition, Hamed, Azri, & Al-rashdi (2014) believes that the material should be authentic, up to date and relevant for the students' specializations. In addition, Polio (2014) states that "the goals (inherent in the materials) should be realistic; otherwise the students would be de-motivated". Anthony (1997), for example, suggests that "one of the main controversies in the field of ESP is how specific materials should be." This is particularly important in relation to pedagogical practice because a lack of specificity in course books leaves the instructor with no choice but to design materials that are appropriate for the students.

Regarding to the ESP textbook for medical students, education must be related to professional interests of the students, and they should be able to perceive the link between learning a language and their career aspirations and professional lives. For instance, in learning English the medical students will need materials related to medical terminology, medial topics and medical discourse language used in professional communication such as doctor-patient interactions, and medical context, that general textbooks are not appropriate for the students who need to learn a foreign language for specific or professional purposes.

The Advantages and Disadvantages of The Textbook

The use of textbook in teaching and learning process has both advantages and disadvantages, depending on how they are used and the contexts for their use. The advantages of the textbook are first, the students see the textbook as 'framework' or

‘guide’ that helps the students learn either inside or outside the classroom, can help them while doing activities, exercises and doing homework (Nunan, 1991). Second, the textbook provides more variety of classroom activities and the teachers’ techniques. In other words, the teachers can adapt the materials from the textbook if she or he found inappropriate materials for the students by rewriting parts of it or replacing some of the activities by using his or her own materials. Third, the textbook can also help to standardize instruction. It means that, the use of the textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way. Fourth, the textbook provides a variety of learning resources as textbook efficient. In other word, the textbook are often accompanied by workbook, videos, CD, barcode and comprehensive teaching guides, providing a rich and varied resource for the teachers and the students. The textbook is particularly useful in providing materials for the teachers who are not confident on the way to deliver materials (Ghalandari & Talebinejad, 2012).

However, using textbook also has disadvantages as well. First, the textbook may contain inauthentic language (Nunan, 1991). Second, a possible lack of variety in teaching procedure. It means that the teacher often gets slothful to develop his or her own material (Cunningsworth, 1995). Third, topics in the textbook may not be relevant for and interesting to all. To sum up, the textbook has both advantages and disadvantages for the teacher and the student, thus that the teacher should more careful in choosing the textbook that is readable and easy to use for both the teacher and the student.

Textbook Evaluation

Textbook evaluation is required in order to select an appropriate textbook that corresponds to the need of the students and teaching or learning requirement. The purposes of textbook evaluation are to support teachers’ development and help teachers to gain good and useful insight into the nature of the material (Cunningsworth, 1995). In line with Panahi (2017) there are many reasons for evaluating textbook. Textbook evaluation can help to identify the merits and demerits of the textbook that

has already been used. Therefore, through evaluation, the teacher will know the quality of the textbook, the strengths and weaknesses and the contents of the textbook.

Textbook evaluation can be done before textbook is used, during textbook is used or after it is used by both teacher and student, it depends on circumstance and purposes for which the evaluation can take place. Cuningsworth informs three types of material evaluation namely pre-use evaluation, in-use evaluation, and post-use evaluation. Pre-use evaluation can take place before a textbook is used. It can happen when there is no actual experience of using a textbook for the teacher to draw on. While in-use evaluation refers to textbook evaluation whilst the materials are being used. The post-evaluation provides a retrospective assessment of a textbook's performance and it can be useful for identifying strengths and weakness which emerge over a period of continuous use. Based on the explanation above, the type of evaluation in this research refers to in-use evaluation in which the researcher wants to analyze the medical ESP textbook' performance while it is used by the medical students for their learning sources of the teaching of ESP course.

Additionally, the type of evaluation a textbook receives will also reflect the concern of the researcher. Based on the factors in each situation, questions specific to that situation need to be generated around the main issues involved in textbook evaluation and selection. Based on Richards (2001) there are five factors involved in evaluation textbook; (1) program factor is a question relating to concern of a program, (2) teacher factor is question relating to teacher concern, (3) learner factor is question relating to the learner concern, (4) content factor is question relating to a content and an organization of material in a textbook and (5) pedagogical factor is question relating to the principles underlying the materials and the pedagogical design of the materials, including choice of activities exercise types. Therefore, there is no checklists evaluation are completely suitable for every textbook evaluation, they are universal evaluation criteria and type because the process of evaluation in a different place is not similar. According to Thornbury (2015) that factors and type in evaluation textbook are general and may be changed or modified based on the local necessities. Thus, this research provides learner factor and pedagogical factor as the main question in the

questionnaire because the textbook should correspond to students' need as the main users of the textbook.

ESP Textbook Evaluation

Key issues in learning ESP are how to identify the student needs, the nature of the genres that the student needs to be able to produce as well as participate in, and how we can know that our students have been able to do this successfully, and, if not, what can do to help them to do this. Thus, evaluation plays a key role in ESP course design and it is important since it can provide valuable information for the future going of learning ESP, for the planning of courses, for the management of learning tasks and the students.

Reason for ESP textbook evaluation activities is also many and varied. One of the major reasons for it is to meet the students' need to learn English and to select new materials. For instance, Baleghizadeh & Rahimi (2011) conducted an evaluation of the ESP textbook for the students of Sociology. The purposes of the study were to determine the overall pedagogical value and suitability of the textbook. The study involved 30 students in Sociology. The questionnaire consisting of 20 items was used to examine 6 factors (practical concerns, materials in relation to course objective, subject matter, linguistic issues, skills and strategies, variety of task and activities, and the layout of materials). The findings indicated that the book was not suitable for the course.

El-Sakran (2012) conducted an ESP textbook evaluation. The findings showed that the textbook was less appropriate materials to the students. It only focused on reading comprehension, vocabularies, and grammar rules. In addition, the text was not motivating and it did not take into account new technologies.

Davari, Iranmeh, and Erfani (2013) conducted a study on the critical evaluation of PNU ESP textbooks. The findings showed that the ESP textbooks in PNU had (1) low face validity, (2) lack of materials reviewing and updating, (3) ineffective and traditional exercises and drills, and (4) misconception of ESP.

Last, Kazem & Fatemeh (2014) evaluated the ESP textbook for the students of dentistry using internal and external evaluation model and the TEFL evaluation

checklist to examine its appropriacy for the target situation. Based on the internal and external evaluation showed that the textbook cannot be used as the core materials for the dentistry students. Also, based on the TEFL evaluation the textbook scored 33 out of 100 points indicating that it does not observe the features of acceptable material for target situation.

From those above studies, it is in line with Vicic (2011) there are four general of good ESP textbook which are (1) the textbook should correspond to the students' needs. (2) textbook should reflect the uses (present or future), which the students will make of the language, (3) textbook should take account of the students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method" and also (4) textbook should have a clear role as a support for learning. For that reason, the students' learning needs in evaluating ESP textbook are the important features that should provide. After all, the students are the main users of the textbook.

Considering that there is lack of ESP studies in textbook evaluation, especially the ones that are empirical in nature, this study aimed to fill the void in the empirical evaluation study of ESP textbook evaluation in medical faculty. Furthermore, this study is possible to be the first study on ESP textbook evaluation in terms of its concern on the students' satisfaction in the ESP textbook. If the book evaluated to meet the need and interest of the users, they may still use the textbook for teaching and learning. However, developing a new textbook is necessary if the evaluated textbook is under the expectation of the textbook.

RESEARCH METHOD

This chapter describe a set of methodology, which covers the overview of the research design and method of the study. It particularly discusses; research design, data source, data collection, and data analysis are elaborated afterwards.

Research Design

Research design is important for the researcher to analyze the data to get a clear understanding of the phenomena. The design of this research is a survey. It is intended to gather the information on the medical students' needs in learning ESP and on the quality of ESP textbook: English for Medical Science. According to Ary, Jacobs, & Sorensen (2010) this procedure is allowed as a survey is any procedure to gather and describe the current status of population under study, include attitudes, opinions, and any necessary information from participant of the study.

Data Source

This research concerns on the medical students' need in learning ESP and on the students' satisfaction with the medical ESP textbook. The title of ESP textbook for this research is "*English for Medical Science*" It was published by the Language Center of University of Muhammadiyah Malang.

As many as 49 medical students in the first semester were involved in this study. The medical students were selected as the participant as they were the users of the textbook. It was supposed that they could provide data in detail about the medical students' needs in learning ESP and the extent of satisfaction to the textbook. The data gathered from the medical students would be essential for both the interpretation of the findings and decision making on the future use of the textbook.

Data Collection

In the process of data collection, the researcher employed two instruments which help in collecting data regarding the need of medical students in learning ESP and the medical students' satisfaction in the ESP textbook. Those instruments were questionnaires and documentation.

There are two questionnaires used in this research. The first questionnaire was used to gain the data about the needs of the medical students in learning ESP, and the

second questionnaire was for the medical students' satisfaction with their ESP textbook entitled "English for Medical Science". The first questionnaire was a modified version of Mazdayasna & Tahririan (2008) and the second questionnaire was a modified version of Wahab (2016).

The questionnaire for the need of medical students in learning ESP

The first questionnaire was used to get the data about the medical students' needs in learning ESP. The questionnaire consists of two parts. In the part one aims to explore the opinion of the medical sciences students on the importance of speaking, reading and writing for their studies and the students' proficiency in English language. In the part two aims to explore the opinions of the medical students concerning their materials needs in learning ESP (See Table 3.1).

Table 3.1 The blueprint of the questionnaire of the medical students' needs in learning ESP.

No.	Research variable	Question number
1	The first variable of the questionnaire aims to explore the opinion of the medical students on the importance of speaking, reading and writing for their studies and the students' proficiency in English language.	Speaking 1-6 Reading 1-5 Writing 1-5
2	The second variable of the questionnaire aims to explore the opinion of the medical students concerning their materials needs in learning ESP.	Speaking 7-8 Reading 6-7 Writing 6-8

The questionnaire for the medical students' satisfaction with their ESP textbook.

The second questionnaire was to answer the medical students' satisfaction with their ESP textbook entitles "English for Medical Science". In the second questionnaire, there are 46 questions under four main categories; (1) General Appearance, (2) Layout and Design, (3) Visuals, (4) Book Objectives, (5) Subject and Content, (6) Exercises, (7) Speaking Materials, (8) Reading Materials, and (9) Writing Materials. Questionnaire models were presented with 5 alternative answers and every answer have a different score; Very Good 5, Good 4, Acceptable 3, Poor 2 and Very Poor 1 (See Appendix 2).

Step in Collecting Data

In this research, the researcher acted as the primary instrument since researcher collected, organized, selected, and analyzed the data before finally concluding the result of the research. The descriptive data are usually collected by:

1. Administering the first questionnaire about the medical students' needs in learning ESP. The questionnaire is used to get data about the medical students' needs in learning ESP.
2. Next is administering the second questionnaire about the medical students' satisfaction with their ESP textbook. The questionnaire is used to get data about the medical students' satisfaction with their ESP textbook.
3. Last is documentation. It is used to the data dealing with the medical students' needs, the medical students' satisfaction with their ESP textbook, and pictures of the situation in ESP class.

Data Analysis

By using the two instruments that have been mentioned previously, quantitative data analysis was employed to determine the medical students' satisfaction with the ESP textbook. There were two important points in the process of data analysis, namely; procedure of data analysis and the scoring of data analysis.

Procedure of Data Analysis

There were two questionnaires to be analyzed in this study. All questionnaires were analyzed using two different technique, they were percentage formulas and interpretation of satisfaction level scores (See Table 3.2). Percentage formulas are as follows:

$$p = \frac{f}{N} \times 100\%$$

Description:

P: Percentage

f: The frequency of percentage

N: Number of cases (number of frequencies/individuals)

The answers of the second questionnaire about the medical students' satisfaction with their ESP textbook was analyzed by using a *Likert Scale*. *Likert Scale* was used to measure the attitudes, opinions, and perceptions of respondents. *Likert Scale*, also

called summated-ratings scale, is a scale that allows respondents to express the intensity of their feelings. The *Likert Scale* consists of several questions that were closed. The choice of answers was made from the lowest to the highest intensity. To assess satisfaction expressed by a questionnaire, each answer was given the following values: Very Good 5, Good 4, Acceptable 3, Poor 2 and Very Poor 1.

In order to find out the medical students' satisfaction, the scores obtained were summed and then searched for the average score. Calculation of the average score can be written in the mathematical model by using Microsoft Excel. After that, to expand the analysis, the researcher changes the ordinal scale to an interval scale to determine the scales that have the same distance between adjacent points.

The interval scale was needed to place the position of the respondent in an assessment object whether it was included in the criteria of being Very satisfied, Satisfied, Slightly dissatisfied, Dissatisfied and Very dissatisfied. The following is the formula to determine the interval scale:

$$\text{Interval Scale} = \frac{(m - n)}{b}$$

Description:

m : Highest score

n : Lowest score

b : Number of rating scales to be formed/applied

As mention before, in this research the highest score was 5 and the lowest score was 1. Then, the interval scale can be calculated as follows:

Table 3.2 Interpretation of Satisfaction Level Scores

Score	Interpretation
224 – 230	Very satisfied
188 – 223	Satisfied
152 – 187	Slightly dissatisfied
116 – 151	Dissatisfied
46 – 80	Very dissatisfied

The use of interval scale in the above scores were to interpret satisfaction of medical students in using ESP textbook, then the average score can be seen on the interval scale, than from the interval scale can be seen the level of user satisfaction on the availability of medical ESP textbook.

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and the discussion. The findings of this research are in line with the statement of the problems, it is concerned with the needs of medical students in learning ESP and their satisfaction with their ESP textbook entitled “*English for Medical Science*”. The discussion deals with the interpretation of the findings based on the relevant theories and previous findings.

Findings

The research findings are based on the statement of the problems which are presented in two main parts. The first part deals with the need of medical students in learning ESP. The second part deals with the medical students’ satisfaction with their ESP textbook entitled “*English for Medical Science*”.

The Needs of Medical Students in Learning ESP

The findings on the materials needed by medical students in learning ESP include the materials needed by medical students in speaking skills, reading skills, and writing skills in learning ESP.

The Needs of Medical Students in Speaking Skills, Reading Skills, and Writing Skills.

In this section, the questions are based on the materials for language skills which are important to the medical students. These questions lead to the priorities of the materials in each language skills needed by medical students. The data from this section were mainly obtained from the questionnaire. These data were divided into three language skills based on the medical students’ needs in learning ESP.

The Needs of Medical Students in Speaking Skills

The table below shows the percentage of the need of medical students in speaking skills.

Table 4.1. The Medical Students' Responses on The Needs in Speaking Skills

N: 49

Rate	The medical students needs in speaking skills	Strongly Agree	Agree	Not Agree	Strongly not Agree
1.	Participating in academic discussions	67.34%	32.65%	0%	0%
2.	Talking with professionals in real situations	67.34%	32.65%	0%	0%
3.	Speaking at seminars, meetings and presentations	59.18%	40.81%	0%	0%
4.	Talking with lectures, nurses and patients	57.14%	40.81%	2%	0%
5.	Asking and answering questions in class	51.02%	46.93%	2%	0%
6.	Asking and answering questions in seminars	51.02%	46.93%	2%	0%

Table 4.1 presents the medical students' needs toward speaking skills. The result showed that 33 (67.34%) medical students needed to participate in academic discussions; 33 (67.34%) medical students needed to talk with professionals in real situations; 29 (59.18%) medical students needed to speak at seminars, meetings and presentations; then 28 (57.14%) medical students needed to talk with lectures, nurses and patients.

This data was supported by the results from the open ended questions. The medical students explained that they needed speaking materials related with their future work place such as those about patient-doctor, doctor-nurse, and discussion in the international forum of doctors. Then, for learning exercises or activity in the medical ESP textbook, the medical students needed more dialogues about patient-doctor, and various cases of disease. One of them said;

*In my speaking class, I need speaking materials about **patient-doctor, doctor-nurse and small discussion on medical topic**. Thus in the future my English ability is rate as a job qualification. (Student MTL)*

Other students also commented on the given material more interesting and challenging. For instance, students said;

*The materials need to upgrade into up to date case in medical field and I need material about **giving instruction to the nurse, and reporting diagnoses to teamwork** (Student SC)*

The Needs of Medical Students in Reading Skills

Table 4.2 below shows the percentage of the need of medical students in reading skills.

Table 4.2. The Medical Students' Responses on The Needs in Reading Skills

N: 49

Rate	The medical students needs in reading skills	Strongly Agree	Agree	Not Agree	Strongly not Agree
1.	Reading articles in professional journals	63.26%	36.73%	0%	0%
2.	Reading medical textbooks	59.18%	40.81%	0%	0%
3.	Reading medical reports	57.14%	42.85%	0%	0%
4.	Reading texts on the Internet	53.06%	48.97%	2%	0%

Table 4.2 presents the medical students' needs toward reading skills. The result showed that 31 (63.26%) medical students needed to read articles in professional journals; 29 (59.18%) medical students needed to read medical textbooks; then, 28 (57.14%) medical students needed to read medical report.

In line with the results from the open ended questions, the medical students needed reading international medical journals and medical textbooks. Then, for learning exercises or activity in the medical ESP textbook, the medical students needed more reading texts about international medical journals. One of them said;

*I need reading material about **medical journal international** since reading enriches my medical vocabulary. Having a lot of vocabulary in medical term will help me with my speaking and writing. (Student FR)*

Other students also commented on the given material more up to date and reading strategy. For instance, students said;

*In reading class I need reading strategy and upgrade the topic of reading material especially about existing disease case in medicine because in the future I can read and **comprehend English text books, journals, and articles in my disciplines**. (Student DL)*

The Needs of Medical Students in Writing Skills

Table 4.3 below shows the percentage of the need of medical students in writing skills.

Table 4.3. The Medical Students' Responses on The Needs in Writing Skills

						N: 49
Rate	The medical students needs in writing skills	Strongly Agree	Agree	Not Agree	Strongly not Agree	
1.	Writing medical journal	28.57%	67.34%	4.0%	0%	
2.	Writing term papers	24.48%	59.18%	16.32%	0%	
3.	Writing lab report	38.77%	57.14%	4.0%	0%	
4.	Taking notes from textbooks	28.57%	55.10%	16.32%	0%	
5.	Writing a paper for oral presentation	42.85%	48.97%	8.1%	0%	

Table 4.3 above indicates the medical students' needs toward reading skills. The result showed that 33 (67.34%) medical students needed to write medical journal; 29 (59.18%) medical students needed to write term papers; and, 28 (57.14%) medical students needed to write lab report.

In line with the results from the open ended questions, the medical students needed writing medical report such as lab report and recipe. Then, for the learning exercises or the activity in the medical ESP textbook, the medical students needed to write practicum report and medical journal. One of them said;

*I need some trick or strategy in **writing journal, article and medical report** that why in writing material **I need writing a lot of journal or essay to improve my ability in writing English.** (Student MZ)*

The other student said that;

*In medical class the lecture always give us task to write the result of practicum and lab, therefore **I need materials and exercises focuses on lab report and short report to write the result of my practicum.** (Student NB)*

The Medical Students' Satisfaction with Their ESP Textbook

The objective of this second questionnaire was to describe how far the medical students satisfy with their ESP textbook entitled "*English for Medical Science*". In the evaluation the researcher evaluate nine aspects contained in the ESP textbook such as General Appearance, Layout and Design, Visuals, Book Objectives, Subject and

Content, Exercise, Speaking, Reading, and Writing. The result of the evaluation is shown in the table below.

Table 4.6. The Medical Students' Responses toward General Appearance in The Medical ESP Textbook

No.	General Appearance	Explanation	Very Good	Good	Acceptable	Poor	Very Poor	$f_i X_i$	Mean $\frac{\sum f_i X_i}{\sum f_i}$
		Score (X_i)	5	4	3	2	1		
1.	The outside cover is informative.	Frequency (f_i)	2	11	2	27	7		
		$f_i X_i$	10	44	6	54	7	121	
2.	The titles and sub-heading titles are written clearly.	Frequency (f_i)	2	25	20	2	0		
		$f_i X_i$	10	100	60	4	0	174	
3.	Its size is appropriate	Frequency (f_i)	0	25	18	4	0		
		$f_i X_i$	0	100	54	8	0	162	
4.	The font size and type used in the book are appropriate.	Frequency (f_i)	1	20	21	6	1		
		$f_i X_i$	5	80	63	12	1	161	
5.	Printing used is good.	Frequency (f_i)	0	16	21	11	1		
		$f_i X_i$	0	64	63	22	1	150	
6.	The paper used for the textbooks is of good quality.	Frequency (f_i)	0	7	16	18	8		
		$f_i X_i$	0	28	48	36	8	120	
Total=Σ								844	140 Dissatisfied

Table 4.6 shows the level of the medical student satisfaction with the general appearance in the ESP textbook, the average score in the table is 140. This score is on

an interval scale of 116-151 which indicates that the medical students dissatisfied with the general appearance in the ESP textbook

Table 4.7. The Medical Students' Responses toward Layout and Design in The Medical ESP Textbook

No	Layout and Design	Explanation	Very Good	Good	Acceptable	Poor	Very Poor	$f_i X_i$	Mean $\frac{\sum f_i X_i}{\sum f_i}$
		Score (X_i)	5	4	3	2	1		
1.	The textbook includes a detailed overview of the functions and structures that will be taught in each unit.	Frequency (f_i)	1	8	25	8	8	136	
		$f_i X_i$	5	32	75	16	8		
2.	The textbook has a complete and detailed table of contents.	Frequency (f_i)	3	13	25	8	0		
		$f_i X_i$	15	52	75	32	0	177	
3.	The textbook has a complete bibliography.	Frequency (f_i)	6	17	23	3	0		
		$f_i X_i$	30	68	69	6	0	173	
4.	Every unit and lesson is given an appropriate title.	Frequency (f_i)	6	23	16	4	0	178	
		$f_i X_i$	30	92	48	8	0		
5.	The textbook is organized effectively	Frequency (f_i)	7	16	22	3	0		
		$f_i X_i$	35	64	66	6	0	171	
6.	There is a variety of design to achieve impression.	Frequency (f_i)	1	13	15	18	2		
		$f_i X_i$	5	52	45	36	2	138	
7.	There is consistency in the use of titles, icons, labels, italics, etc.	Frequency (f_i)	5	19	18	6	1	156	
		$f_i X_i$	25	76	54	12	1		
Total = \sum								1,129	

**161
Slightl
y
Dissati
sfied**

Table 4.7 shows the level of the medical student satisfaction with the layout and design in the ESP textbook, the average score in the table is 161. This score is on an interval scale of 152-187 which indicates that the medical students slightly dissatisfied with the layout and design in the ESP textbook.

Table 4.8. The Medical Students' Responses toward Visuals in The Medical ESP Textbook

No.	Visuals	Explanation	Very Good	Good	Acceptable	Poor	Very Poor	$f_i X_i$	Mean $\frac{\sum f_i X_i}{\sum f_i}$
		Score (X_i)	5	4	3	2	1		
1.	The visuals are compatible with students' own culture	Frequency (f_i)	2	9	24	14	0		
		$f_i X_i$	10	36	72	28	0	146	
2.	The visuals are attractive	Frequency (f_i)	3	5	22	14	5		
		$f_i X_i$	15	20	66	28	5	134	
3.	The textbook has a complete bibliography.	Frequency (f_i)	2	7	15	18	7		
		$f_i X_i$	10	28	45	36	7	126	
Total = \sum								406	135 Dissatisfied

Table 4.8 shows the level of the medical student satisfaction with the visuals in the ESP textbook, the average score in the table is 135. This score is on an interval scale of 116-151 which indicates that the medical students dissatisfied with the visuals in the ESP textbook.

Table 4.9. The medical students' responses toward The Objectives of the Medical ESP Textbook

No.	Book Objectives	Explanation	Very Good	Good	Acceptable	Poor	Very Poor	$f_i X_i$	Mean $\frac{\sum f_i X_i}{\sum f_i}$
		Score (X_i)	5	4	3	2	1		
1.	The activities allow students to talk more than teachers.	Frequency (f_i)	1	7	10	29	2		
		$f_i X_i$	5	28	30	58	2	123	
2.	The textbook raises students' interest in further English language study.	Frequency (f_i)	1	7	29	10	2		
		$f_i X_i$	5	28	87	20	2	142	145 Dissatisfied
3.	The activities used enable the learners to use English outside the classroom situation.	Frequency (f_i)	0	10	25	12	2		
		$f_i X_i$	5	28	87	20	2	141	
4.	The objectives are related to the learners' needs.	Frequency (f_i)	3	16	20	9	1		
		$f_i X_i$	15	64	60	18	1	158	
5.	The objectives help the students to choose the right aids.	Frequency (f_i)	5	16	18	8	2		
		$f_i X_i$	25	64	54	16	2	161	

Table 4.9 shows the level of the medical student satisfaction with the objective of the ESP textbook, the average score in the table is 145. This score is on an interval scale of 116-151 which indicates that the medical students dissatisfied with the objective of the ESP textbook.

Table 4.10. The Medical Students' Responses toward Subject and Content in The Medical ESP Textbook

No.	Subject and Content	Explanation	Very Good	Good	Acceptable	Poor	Very Poor	Mean $\frac{\sum f_i x_i}{\sum f_i}$
		Score (x_i)	5	4	3	2	1	
1.	The topics encourage students to express their own views.	Frequency (f_i)	2	13	28	5	1	
		$f_i x_i$	10	52	84	10	1	157
2.	The material is up-to-date.	Frequency (f_i)	0	18	26	4	1	
		$f_i x_i$	0	72	78	8	1	153
3.	It covers a variety of topics of medical fields.	Frequency (f_i)	0	19	22	6	2	
		$f_i x_i$	0	76	66	12	2	156
4.	The subject and the content of the textbook is interesting.	Frequency (f_i)	4	9	26	8	2	
		$f_i x_i$	20	36	78	16	2	152
5.	The topics provide a list of new or difficult words	Frequency (f_i)	5	7	14	23	0	
		$f_i x_i$	25	28	42	46	0	141

**155
Slightly
Dissatisfied**

		$f_i x_i$	25	28	42	46	0	
6.	The language in the textbook is natural and real.	Frequency (f_i)	5	21	18	4	1	
		$f_i x_i$	25	84	54	8	1	172
		Total = Σ						931

Table 4.10 shows the level of the medical student satisfaction with the Subject and Content in the ESP textbook, the average score in the table is 155. This score is on an interval scale of 152-187 which indicates that the medical students dissatisfied with the subject and content in the ESP textbook.

Table 4.11. The Medical Students' Responses toward Exercises in The Medical ESP Textbook

No.	Exercises	Explanation	Very Good	Good	Acceptable	Poor	Very Poor	Mean $\frac{\Sigma f_i x_i}{\Sigma f_i}$
		Score (x_i)	5	4	3	2	1	$f_i x_i$
1.	The textbook provides a variety of meaningful and mechanical exercises and activities to practice language items and skills.	Frequency (f_i)	7	16	5	21	0	
		$f_i x_i$	35	64	15	42	0	156
2.	The exercises have clear instructions that explain how every exercise can be done.	Frequency (f_i)	7	16	20	5	2	
		$f_i x_i$	35	64	60	10	2	171
3.	The exercises		7	16	20	5	7	

**167
Slightly
Dissatisfied**

incorporate individual pair and group work. .	Frequency (f_i)						
	$f_i \chi_i$	35	64	60	10	7	176
	Total = Σ						503

Table 4.11 shows the level of the medical student satisfaction with the exercises in the ESP textbook, the average score in the table is 167. This score is on an interval scale of 152-187 which indicates that the medical students slightly dissatisfied with the exercises in the ESP textbook.

Table 4.12. The Medical Students' Responses toward Speaking Materials in The Medical ESP Textbook

No .	Speaking Materials	Explanation	Very Good	Good	Acceptable	Poor	Very Poor	Mean $\frac{\sum f_i x_i}{\sum f_i}$
		Score (χ_i)	5	4	3	2	1	
		Frequency (f_i)						
		$f_i \chi_i$						
1.	Activities are balanced between individual response, pair work and group work.		5	16	27	1	0	
		$f_i \chi_i$	25	64	81	2	0	172
2.	Activities help students become a more confident English speaker		0	4	26	18	1	
		$f_i \chi_i$	0	16	78	36	0	130
3.	The situations in the dialogues sound natural.		6	18	20	5	0	
		$f_i \chi_i$	30	72	60	50	0	212
4.	Activities are developed to encourage student-student and student-teacher oral		5	17	24	3	0	

**160
Slightly
Dissatisfied**

	communication.						132
		$f_i X_i$	10	68	48	6	0
5.	There is sufficient material for spoken English (e.g. dialogues, role-plays, etc.) that help to de-emphasize teacher's talk.	Frequency (f_i)	7	16	23	3	0
							174
		$f_i X_i$	35	64	69	6	0
6.	Speech exercises invite students to talk about their concerns.	Frequency (f_i)	7	5	15	22	0
							144
		$f_i X_i$	35	20	45	44	0
		Total = Σ					964

Table 4.12 shows the level of the medical student satisfaction with the speaking material in the ESP textbook, the average score in the table is 160. This score is on an interval scale of 152-187 which indicates that the medical students slightly dissatisfied with the speaking material in the ESP textbook.

Table 4.13. The Medical Students' Responses toward Reading Materials in The Medical ESP Textbook

No.	Reading Materials	Explanation	Very Good	Good	Acceptable	Poor	Very Poor	Mean $\frac{\Sigma f_i X_i}{\Sigma f_i}$
								$f_i X_i$
		Score (X_i)	5	4	3	2	1	
1.	Many of the reading passages are up-to-date.	Frequency (f_i)	0	8	13	26	2	125
		$f_i X_i$	0	32	39	52	2	
2.	The textbook uses authentic (real world) reading material at an appropriate level.	Frequency (f_i)	3	5	26	14	1	
								136
		$f_i X_i$	15	20	78	28	1	139

**136
Dissatisfied**

3.	The content helps students develop reading comprehension skills	Frequency (f_i)	2	4	17	23	3	
								126
		$f_i x_i$	10	16	51	46	3	
4.	There is sufficient reading material. (There is a range of varied and interesting reading text that can engage students cognitively and effectively	Frequency (f_i)	0	3	16	25	5	
								155
		$f_i x_i$	0	12	48	50	5	
		Total = Σ						545

Table 4.13 shows the level of the medical student satisfaction with the reading materials in the ESP textbook, the average score in the table is 136. This score is on an interval scale of 116-151 which indicates that the medical students dissatisfied with the reading materials in the ESP textbook.

Table 4.14. The Medical Students' Responses toward Writing Materials in The Medical ESP Textbook

No.	Writing Materials	Explanation	Very Good	Good	Acceptable	Poor	Very Poor	Mean $\frac{\Sigma f_i x_i}{\Sigma f_i}$
		Score (x_i)	5	4	3	2	1	
1.	Tasks have achievable goals and take into consideration learners' capabilities	Frequency (f_i)	4	15	26	4	0	
		$f_i x_i$	20	60	78	8	0	166

2.	The time allotted for teaching the material is sufficient.	Frequency (f_i)	4	5	13	26	1	132	133 Dissatisfied
		$f_i X_i$	20	20	39	52	1		
3.	Writings in the textbook are guided and controlled..	Frequency (f_i)	1	1	18	26	3	118	
		$f_i X_i$	5	4	54	52	3		
4.	The writing tasks enhances free writing opportunities.	Frequency (f_i)	3	4	16	25	1	113	
		$f_i X_i$	15	16	32	50	1		
5.	The textbook leads students from simple controlled writing activities to guide writing activities.	Frequency (f_i)	2	4	18	25	0	130	
		$f_i X_i$	10	16	54	50	0		
6.	Writing Tasks are interesting.	Frequency (f_i)	3	15	6	24	1		
		$f_i X_i$	15	60	18	48	1	141	
Total = Σ								800	

Table 4.14 shows the level of the medical student satisfaction with the writing materials in the ESP textbook, the average score in the table is 133. This score is on an interval scale of 116-151 which indicates that the medical students dissatisfied with the writing materials in the ESP textbook.

Discussions

In this research the researcher needed to give an explanation on the contradictive tables and charts shown in this chapter and questionnaire. However, the researcher analyzed the result from the higher percentage answer in each question. This strategy was applied to all of the tables and charts in the discussion expert for the tables and charts deal with the students' responses. It represents two categories; the medical students need in learning ESP and the

medical students' satisfying with their ESP textbook. Form the findings, the discussion could be presented as follows:

The Medical Students Needs in Learning ESP

The discussion on the medical students need in learning ESP divided into two sub-variables, namely the needs of medical students in speaking skills, reading skills, and writing skills and the materials needs of medical students in learning ESP.

The findings were based on the materials for language skills which are importance for the medical students in the future workplace. In each English skills had importance major that related to the medical term. As table 4.1 (See Table 4.1) was about the speaking skills. First, the finding shown that 33 of the medical students were choose participating in academic discussions and talking with professionals in real situation is important. Second was speaking at seminars, meetings and presentation. Third, talking with lectures, students and patients. As supported in the result of open ended questionnaire, that the medical students needs the speaking materials related with their future work place such as patient-doctor or doctor-nurse, and discussion in the doctor international forum. Then, for the exercise or activity in the medical ESP textbook the medical students needs more dialogue about patient-doctor, and various cases of disease. In line with the Alqurashi (2016b), Koosha & Yakhabi (2012) research findings revealed that the students needed effective communication skills in English to build trusting-patient relationship and provide quality of doctor.

The finding of reading skills (See Table 4.2) shown that 31 of medical students needs reading articles in professional journals. The second, 29 out of 49 medical students needs to read medical textbooks. Then, the third shown that 28 of medical students needs reading materials related with medical report. In line with the result of open ended questionnaire that the medical students needs reading international medical journals and medical textbook. Then, for the exercise or the activity in medical ESP textbook the medical students needs more reading text about international medical journal. Supported by Hamed et al., (2014), Sweet (2000), and Tsou (2009) the findings of their studies revealed that the medical students needed reading materials particularly can help the students to achieve the target language. In line with the previous studies, Allouche (2012), Alqurashi (2016), Antic (2007) agree that authentic reading materials are constructed based on the students' intention and purpose for learning.

In writing skills (See Table 4.3) the students' need materials in writing medical journal, writing term papers, and writing lab report. In line with the result of open ended questionnaire that medical students that the medical students needs writing medical report such as lab report

and recipe. Then, for the exercise or the activity in the medical ESP textbook the medical students need to write practicum report and medical journal.

In the term of materials used by the medical students, the finding shown that the medical students' need varieties of vocabularies for medical site and authentic materials. As suggested by Widodo (2015) There are seven key elements of ESP materials; (1) authenticity, (2) topics/themes, (3) texts and contexts, (4) knowledge and language, (5) tasks or activities, (6) representations of participants and social practices, and (7) pedagogical prompts. Therefore, the materials for students suggested should be meet the requirements of seven key elements of ESP materials. It means that the focus materials for ESP learner in authenticity of the text and vocabulary used. Supported by Baghban & Zohoorian (2011) the use of authentic materials has become increasingly popular in learning situations ranging from traditional intensive ESL to language training for professionals.

The medical students' satisfaction with their ESP textbook

In the textbook evaluation most of the medical students are dissatisfied with the medical ESP textbook. However, there are several aspects that should be improve to meet the need of the students. Based on the result, the students need some improvement in general appearance, visuals, book objectives, reading, and writing. In the other hand, there are several aspects that already meet the needs of the medical students such as layout and design, subject and content, exercise, and materials in speaking skill. From the findings, the discussion could be presented as follows:

In term of general appearance the evidence shown that the outside of the cover was less informative. In layout and design need improvement in variety of design. Next, for the visual of the textbook the visuals were less attractive. For the objective textbook need improvement in the term of raises students' interest in further English language study. Therefore, Prokesova (2017) recommended to never use any textbook alone, as a teacher we should maximize opportunities given by this technological era we find ourselves in, such as YouTube, Teacher Tube, or internet source to access the resources, which offer authenticity that would not be possible to simulate in the lesson.

Afterward, in term of the medical students' responses toward the materials of reading and writing. First, the result of reading materials shown that the medical student dissatisfied with reading material, such as the range of varied and interesting reading text. Thus, the medical students need reading materials more challenging that can engage students cognitively and effectively, up-to-date reading materials, and the uses of authentic reading text. Second, in term

of writing skills, the result shown that needs improvement in providing a variety of meaningful and mechanical exercises and activities to practice language items and skills.



CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussion of the study presented previously, several conclusions and suggestions are put forward. The conclusions deal with the needs of medical students in learning ESP and their satisfaction with their ESP textbook entitled “*English for Medical Science*”. The suggestions are proposed based on the basis of research findings.

Conclusions

Based on the results obtained from the findings, it can be concluded that in general, the medical students needed materials related with their major such as patient-doctor, doctor-nurse, and discussion in the international forum of doctors, write lab report, write and medical journal.

Furthermore, the findings of each skills showed that the students also needed some important materials in medical that can be useful in their future workplace. In the speaking skills, the majority of the students needed materials such as speaking to the patients, giving instruction to the nurse, and reporting diagnoses to teamwork. In the reading skills, the medical students’ needs included reading medical journals and medical textbooks. In writing skills, the medical students needed to write medical journals, medical reports, and lab report.

For the evaluation of the ESP textbook, it can be concluded that in general, the medical students are dissatisfied with the ESP textbook. However, there are some aspect that dissatisfied of the medical students. These includes general appearance, visual, book objective, exercise, reading materials, and writing materials. Other criteria which also already meet the need of the medical students include layout and design, subject and content, exercise, and speaking materials. Therefore, the ESP textbook for the medical students needs to develop in some aspects to make it better.

Suggestions

Based on the findings of this study, these are several suggestion offered. The suggestions are addressed to the ESP teacher at class for medical students, the coordinators of the ESP program, and future research.

For the ESP teacher, it is suggested that the teacher apply more various supplementary materials and in terms of materials selection thus the medical students motivated to learn.

For the coordinators of ESP program, to full fill the need of the medical students, the quality of textbook should be enhanced. It can be done by the use of better supplementary materials and designing new elements for creating fun activities, adapting, or adopting some

elements various sources to make the teaching and learning characterized with fun activities are the possible effort to fulfill the need of the medical students as the user of the textbook.

Finally, as this research only to the empirical study on need and ESP textbook evaluation of medical students, there are some suggestion for future researcher. First, it would be more meaningful if there is content analysis study for the ESP textbook. It is needed for more accurate and valuable results. Secondly, a further study to develop instrument for evaluate textbook especially for ESP. by doing so, there would be significant development in the area of ESP.



Bibliography

- AbdelWahab, D. M. M. (2016). Developing An English Language Textbook Evaluation Checklist. *Contemporary Issues in Education Research (CIER)*, 4(6), 21. <https://doi.org/10.19030/cier.v4i6.4383>
- Akbari, Z. (2015). Current Challenges in Teaching/Learning English for EFL Learners: The Case of Junior High School and High School. *Procedia - Social and Behavioral Sciences*, 199, 394–401. <https://doi.org/10.1016/j.sbspro.2015.07.524>
- Akbari, Z. (2016). The Study of EFL Students' Perceptions of their Problems, Needs and Concerns over Learning English: The Case of MA Paramedical Students. *Procedia - Social and Behavioral Sciences*, 232(April), 24–34. <https://doi.org/10.1016/j.sbspro.2016.10.006>
- Al Fraidan, A. (2012). Evaluation of two ESP textbooks. *English Language Teaching*, 5(6), 43–47. <https://doi.org/10.5539/elt.v5n6p43>
- Alemi, M., & Sadehvandi, N. (2012). Textbook evaluation: EFL teachers' perspectives on "pacesetter series." *English Language Teaching*, 5(7), 64–74. <https://doi.org/10.5539/elt.v5n7p64>
- Allouche, W.-S. (2012). Designing and Implementing an ESP Course for Medical Students: A Step Towards Building Up A Knowledge Society.
- Alqurashi, F. (2016a). English for Medical Purposes for Saudi Medical and Health Professionals. *Australian International Academic Centre*, 7(6), 2203–4714. <https://doi.org/10.7575/aiac.all.v.7n.6p.243>
- Alqurashi, F. (2016b). English for Medical Purposes for Saudi Medical and Health Professionals. *Advances in Language and Literary Studies*, 7(6), 243–252. <https://doi.org/10.7575/aiac.all.v.7n.6p.243>
- Anthony, L. (1997). English for Specific Purposes: What does it mean? *Why Is It Different?*, (November), 9–10.
- Antic, Z. (2007). English for special purposes Need analysis, 14(3), 141–147. Retrieved from <http://facta.junis.ni.ac.rs/mab/mab200703/mab200703-08.pdf>
- Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). *Introduction to Research in Education*. Canada: Wadsworth Cengage Learning.
- Baghban, V., & Zohoorian, Z. (2011). A Review on the Effectiveness of using authentic materials in ESP courses. *English for Specific Purposes World*, 10(31), 1–14.
- Baleghizadeh, S., & Rahimi, A. H. (2011). Evaluation of an ESP Textbook for the Students of Sociology. *Journal of Language Teaching and Research*, 2(5), 1009–1014. <https://doi.org/10.4304/jltr.2.5.1009-1014>
- Bran, E. (2017). Course Design for Medical English. *Research and Science Today*, 14(2), 105–111.
- Charles, M., & Pecorari, D. (2016). Introducing English for Academic Purposes. *Routledge*, 45, 112–114. <https://doi.org/10.1016/j.esp.2016.07.002>
- Cheng, A., & Anthony, L. (2014). ESP research in Asia. *English for Specific Purposes*, 33(1), 1–3. <https://doi.org/10.1016/j.esp.2013.07.002>

- Chovancová, B. (2014). Needs Analysis and Esp Course Design: Self-Perception of Language Needs Among Pre-Service Students. *Studies in Logic, Grammar and Rhetoric*, 38(1), 43–57. <https://doi.org/10.2478/slgr-2014-0031>
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Macmillan Publisher Limited.
- Dahm, M. R. (2011). Exploring perception and use of everyday language and medical terminology among international medical graduates in a medical ESP course in Australia. *English for Specific Purposes*, 30(3), 186–197. <https://doi.org/10.1016/j.esp.2011.02.004>
- Danaye Tous, M., & Haghighi, S. (2013). Evaluation of ESP textbooks: Evidence from ESP textbook of computer engineering major. *International Journal of Research Studies in Language Learning*, 3(2), 55–68. <https://doi.org/10.5861/ijrsl.2013.469>
- Davari, H., Iranmehr, A., & Erfani, S. M. (2013). A Critical Evaluation of PNU ESP Textbooks. *Journal of Language Teaching and Research*, 4(4), 813–823. <https://doi.org/10.4304/jltr.4.4.813-823>
- Douglas, D. (2017). Introducing Needs Analysis and English for Specific Purposes. *English for Specific Purposes*, 48, 71–73. <https://doi.org/10.1016/j.esp.2017.04.003>
- El-Sakran, A. (2012). Evaluation of an English for Specific Purposes (ESP) Book for Students of Islamic and Arabic Studies Ayah T. El-Sakran, 12(34).
- English, M. A. (n.d.). English for specific purposes by Tony Dudley-Evans.
- Faculty of Medicine. (2015). Retrieved from <http://international.ui.ac.id/wp-content/uploads/2015/06/Faculty-of-Medicine.pdf>
- Garcia Laborda, J., & Frances Litzler, M. (2015). Current Perspectives in Teaching English for Specific Purposes. *Onomázein Revista de Lingüística, Filología y Traducción*, (31), 38–51. <https://doi.org/10.7764/onomazein.31.1>
- Gatehouse, K. (2001). Key Issues in English for Specific Purposes (ESP) Curriculum Development. *TESL Journal*. Retrieved from <http://iteslj.org/Articles/Gatehouse-ESP.html>
- Germizaj, D. S. S., & Hoxha, D. S. S. (2014). Students' Perception of the ESP Courses at the University of Prishtina. *ILIRIA International Review*, 4(1), 363. <https://doi.org/10.21113/iir.v4i1.71>
- Ghalandari, S., & Talebinejad, M. R. (2012). Medical ESP Textbook Evaluation In Shiraz Medical College. *International Research Journals*, 2(January), 20–29.
- Gotti, M., & Salager-Meyer, F. (2016). Teaching medical discourse in higher education: An introduction. *Language Learning in Higher Education*, 6(1), 1–13. <https://doi.org/10.1515/cercles-2016-5001>
- Graham, J. G., & Beardsley, R. S. (2006). English for Specific Purposes: Content, Language, and Communication in a Pharmacy Course Model. *TESOL Quarterly*, 20(2), 227. <https://doi.org/10.2307/3586542>
- Hamed, R., Azri, A., & Al-rashdi, M. H. (2014). The Effect Of Using Authentic Materials In Teaching, 3(10).
- Howell, P. (2012). English for Medical Purposes : Teaching an Intensive English Course to Third-Year Medical Students, (1987), 49–64.
- Huang, K. (2016). Current Developments in English for Academic and Specific Purposes:

- Local Innovations and Global Perspectives. *English for Specific Purposes*, 44, 84–86. <https://doi.org/10.1016/j.esp.2016.04.005>
- Hutchinson, Tom; Waters, A. (1987). English for Specific Purposes. [https://doi.org/10.1016/0346-251X\(87\)90056-X](https://doi.org/10.1016/0346-251X(87)90056-X)
- Hwang, Y. (2011). Pedagogical Implications on Medical Students' Linguistic Needs. *English Language Teaching*, 4(4). <https://doi.org/10.5539/elt.v4n4p138>
- International Program Faculty of Medicine. (n.d.). Retrieved from <http://international.unair.ac.id/english/index.php/scholarship/for-int-students/international-program/2013-04-08-10-17-48/international-program-faculty-of-medicine>
- Jafarigohar, M. (2013). Evaluation of Two Popular EFL Coursebooks. *International Journal of Applied Linguistics & English Literature*, 2(6), 194–201. <https://doi.org/10.7575/aiac.ijalel.v.2n.6p.194>
- Jameel, T., Gazzaz, Z. J., Baig, M., Tashkandi, J. M., Alhareth, N. S., Butt, N. S., ... Iftikhar, R. (2019). Medical students' preferences towards learning resources and their study habits at King Abdulaziz University, Jeddah, Saudi Arabia. *BMC Research Notes*, 12(1), 1–7. <https://doi.org/10.1186/s13104-019-4052-3>
- Jamshidi, T., & Soori, A. (2013). Textbook Evaluation for the Students of Speech Therapy. *Advances in Language and Literary Studies*, 4(2), 159–164. <https://doi.org/10.7575/aiac.all.v.4n.2p.159>
- Jurov, P. (2008). Professional Medical English Language – New Methods in Teaching, 6(3), 41–45. Retrieved from https://www.researchgate.net/profile/Paul_Jurov/publication/228867337_PROFESSIONAL_MEDICAL_ENGLISH_LANGUAGE-NEW_METHODS_IN_TEACHING/links/0f31752efbb198a448000000/PROFESSIONAL-MEDICAL-ENGLISH-LANGUAGE-NEW-METHODS-IN-TEACHING.pdf
- Ka-kan-dee, M., & Kaur, S. (2015). Teaching Strategies Used by Thai EFL Lecturers to Teach Argumentative Writing. *Procedia - Social and Behavioral Sciences*, 208(Icllic 2014), 143–156. <https://doi.org/10.1016/j.sbspro.2015.11.191>
- Kazem, B., & Fatemeh, H. (2014). Evaluation of an EAP Textbook: English for the Students of Dentistry. *Merit Research Journal of Education and Review*, 2(4), 2350–2282. <https://doi.org/doi:10.4324/9780203167168>
- Koosha, M., & Yakhabi, M. (2012). Problems associated with the use of communicative language teaching in EFL contexts and possible solutions. *Journal of Foreign Language Teaching and Research*, 1(2), 63–76. Retrieved from http://jfl.iaun.ac.ir/article_4185_0.html
- Lavinia, N., & Alina, B.-T. G. (2017). ESP Teaching and Needs Analysis . Case Study, XVII(2), 268–273.
- Lin, J., Wang, A., & Zhang, C. (2014). Integrating Curriculum Design Theory into ESP Course Construction: Aviation English for Aircraft Engineering. *Open Journal of Modern Linguistics*, 04(02), 219–227. <https://doi.org/10.4236/ojml.2014.42017>
- Liton, H. A. (2016). ESP Learners' Needs Related Learning for the Workplace: A Pragmatic Study for Business School. *International Journal of Instruction*, 8(2), 3–16. <https://doi.org/10.12973/iji.2015.821a>

- Liu, J. Y., Chang, Y. J., Yang, F. Y., & Sun, Y. C. (2011). Is what I need what I want? Reconceptualising college students' needs in English courses for general and specific/academic purposes. *Journal of English for Academic Purposes*, 10(4), 271–280. <https://doi.org/10.1016/j.jeap.2011.09.002>
- Lu, Y. L. (2018). What do nurses say about their English language needs for patient care and their ESP coursework: The case of Taiwanese nurses. *English for Specific Purposes*, 50, 116–129. <https://doi.org/10.1016/j.esp.2017.12.004>
- Lungu, I. (2013). The Increasing Need for Blended-learning Models in Courses of English for Specific Courses in Romanian Universities. *Procedia - Social and Behavioral Sciences*, 76, 470–475. <https://doi.org/10.1016/j.sbspro.2013.04.148>
- Malmström, H., Pecorari, D., & Shaw, P. (2018). Words for what? Contrasting university students' receptive and productive academic vocabulary needs. *English for Specific Purposes*, 50, 28–39. <https://doi.org/10.1016/j.esp.2017.11.002>
- Master, P. (2016). Research in English for Specific Purposes. *Handbook of Research in Second Language Teaching and Learning*, (June). <https://doi.org/10.4324/9780203836507.ch7>
- Mazdayasna, G., & Tahririan, M. H. (2008). Developing a profile of the ESP needs of Iranian students: The case of students of nursing and midwifery. *Journal of English for Academic Purposes*, 7(4), 277–289. <https://doi.org/10.1016/j.jeap.2008.10.008>
- Media Efkaagama: Internasionalisasi Akademik, Riset dan Kolaborasi. (2017, September), 11(September), 80. Retrieved from <http://fk.ugm.ac.id/wp-content/uploads/2017/10/LAY-OUT-FK-UGM-22-SEPT-2017-FIKS.pdf>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis*. SAGE Publication, Inc. (Vol. 112). SAGE Publication, Inc. <https://doi.org/10.1192/bjp.112.483.211-a>
- Mohammadi, M., & Abdi, H. (2014). Textbook Evaluation: A Case Study. *Procedia - Social and Behavioral Sciences*, 98, 1148–1155. <https://doi.org/10.1016/j.sbspro.2014.03.528>
- Muhsen Al Harbi, A. A. (2017). Evaluation Study for Secondary Stage EFL Textbook: EFL Teachers' Perspectives. *English Language Teaching*, 10(3), 26. <https://doi.org/10.5539/elt.v10n3p26>
- Nunan, D. (1991). *Language Teaching Methodology: A textbook for teachers*.
- Panahi, M. (2017). Evaluation of an ESP Textbook for the Students of Preschool and Primary Education. *International Journal of Linguistics and Communication*, 4(2), 69–78. <https://doi.org/10.15640/ijlc.v4n2a6>
- Poedjiastutie, D. (2017). The pedagogical challenges of English for specific purposes (ESP) teaching at the University of Muhammadiyah Malang, Indonesia. *Educational Research and Reviews*, 12(6), 338–349. <https://doi.org/10.5897/ERR2016.3125>
- Polio, C. (2014). Using Authentic Materials in the Beginning Language Classroom. *Clear News, Michigan State University*, 18(1), 8–10.
- Reynolds, R. M. (2014). Vocational Education and the Great Divide: Have Students Needs Been Overlooked? *Journal of Educational Research & Policy Studies*, 2(10), 123–129. <https://doi.org/10.5539/elt.v7n10p123>
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press. https://doi.org/10.1111/j.1540-4781.2007.00543_2.x

- Ryan, M. G. (2011). RELATIONSHIP BETWEEN STUDENTS ' READING ABILITY AND THEIR SUCCESS IN MEDICAL TERMINOLOGY AT A TWO-YEAR COLLEGE. *MIDLANDS TECHNICAL COLLEGE*, 5(3). Retrieved from <https://eric.ed.gov/?id=EJ1097599>
- Saentisna, M. D. (2013). T Raining N Eeds a Nalysis, (January), 3–4. <https://doi.org/DOI.10.1073/pnas.92.7.2835>
- Saleh, F., Alfallaj, S., & Arabia, S. (2016). Designing an ESP Curriculum for Saudi Science Students. *Advances in Language and Literary Studies*, 7(3). <https://doi.org/10.7575/aiac.all.v.7n.3p.95>
- Setiawati, B. (2017). Need Analysis for Identifying Esp Materials for Medical Record Students in Apikes Citra Medika Surakarta. *Kajian Linguistik Dan Sastra*, 1(1), 62. <https://doi.org/10.23917/kl.v1i1.2479>
- Sinadinović, D., & Mičić, S. (2013). Teaching English for Medical Academic Purposes at the Faculty of Medicine in Belgrade, Serbia. *Medical Writing*, 22(2), 115–118. <https://doi.org/10.1179/2047480613z.000000000119>
- Susana, K. Y., & Iswara, A. A. (2019). Needs Analysis for Informatics Engineering Students as a Basis to Develop Teaching Materials on English for Specific Purposes, 5(1), 56–67.
- Sweet, A. (2000). Ten proven principles for teaching reading (Online Version), 5. Retrieved from http://www.nea.org/assets/docs/HE/mf_10proven.pdf
- Taylor, P., & Markes, I. (2011). European Journal of Engineering A review of literature on employability skill needs in engineering, (January 2015), 37–41. <https://doi.org/10.1080/03043790600911704>
- Thornbury, S. (2015). *English Language Teaching Textbooks: Content, Consumption, Production*. *ELT Journal* (Vol. 69). <https://doi.org/10.1093/elt/ccu066>
- Tomlinson, B. (2011). *Materials Development in Language Teaching* (Second Edi). Cambridge University Press.
- Tsou, W. (2009). Needs-based curriculum development : A case study of NCKU ' s ESP program Needs-based curriculum development : A case study of NCKU ' s ESP program. *Taiwan International ESP Journal*, 1(1), 77–95.
- Vicic, P. (2011). Preparing materials for ESP teaching. *Inter Alia*, (2), 107–120.
- William, M., & Brunton, C. (2009). an Evaluation of Students ' Attitudes To the General English and Specific Components of Their Course : a Case Study of Hotel Employees in Chiang Mai ., *ESP World*, 8(4), 1–82.
- Zohoorian, Z. (2015). Motivation Level: A Study on the Effect of an Authentic Context. *Procedia - Social and Behavioral Sciences*, 192, 15–25. <https://doi.org/10.1016/j.sbspro.2015.06.003>
- Zrníková, P. (2015). The Issue of Need Analysis and Assessment of Quality in Teaching English for Medical Purposes. *Procedia - Social and Behavioral Sciences*, 174, 2995–3004. <https://doi.org/10.1016/j.sbspro.2015.01.1040>

APPENDIX 1

ENGLISH FOR SPECIFIC PURPOSES COURSE QUESTIONNAIRE

Instructions:

1. Here are questions about your opinion about the ESP program in your department
 2. We expect your willingness to answer the questions below honestly
 3. Please kindly take your time to answer the questions. It should take between 10 to 15 minutes to complete the questions.
 4. You need to fill in the personal information about yourself. Your identity will not be disclosed to others.
- Only the research investigator will have access to raw data. Your answers will not be identifiable with you personally; all data will be aggregated.

Name :

Gender : Male () / Female ()

Semester :

The questionnaire aims to explore the needs of the medical students in using speaking, reading, and writing in ESP course. Please give mark (✓) the relevant choice for each question. Then, the open ended questionnaire aims to explore the materials needs of the medical student in learning ESP.

Speaking skills

As a medical science student, I need develop my speaking skills for:	Strongly Agree	Agree	Not Agree	Strongly not Agree
1. Participating in academic discussions				
2. Speaking at seminars, meetings and presentations				
3. Asking and answering questions in class				
4. Asking and answering questions in seminars				
5. Talking with professionals in real situations				
6. Talking with lectures, students and patients				
Others (please specify), you may mention more than one :				

--	--

7. What kind of speaking materials that needs to be learnt in medical textbook?

8. What kind of exercise or activity in medical textbook do you need in learning speaking?

Reading skills

As a medical science student, I need develop my reading skills for:	Strongly Agree	Agree	Not Agree	Strongly not Agree
1. Reading medical textbooks				
2. Reading articles in professional journals				
3. Reading medical reports				
4. Reading English newspapers and magazines				
5. Reading texts on the Internet				
Others (please specify), you may mention more than one :				

6. What kind of reading materials that needs to be learnt in medical textbook?

7. What kind of exercise or activity in medical textbook do you need in learning reading?

Writing skills

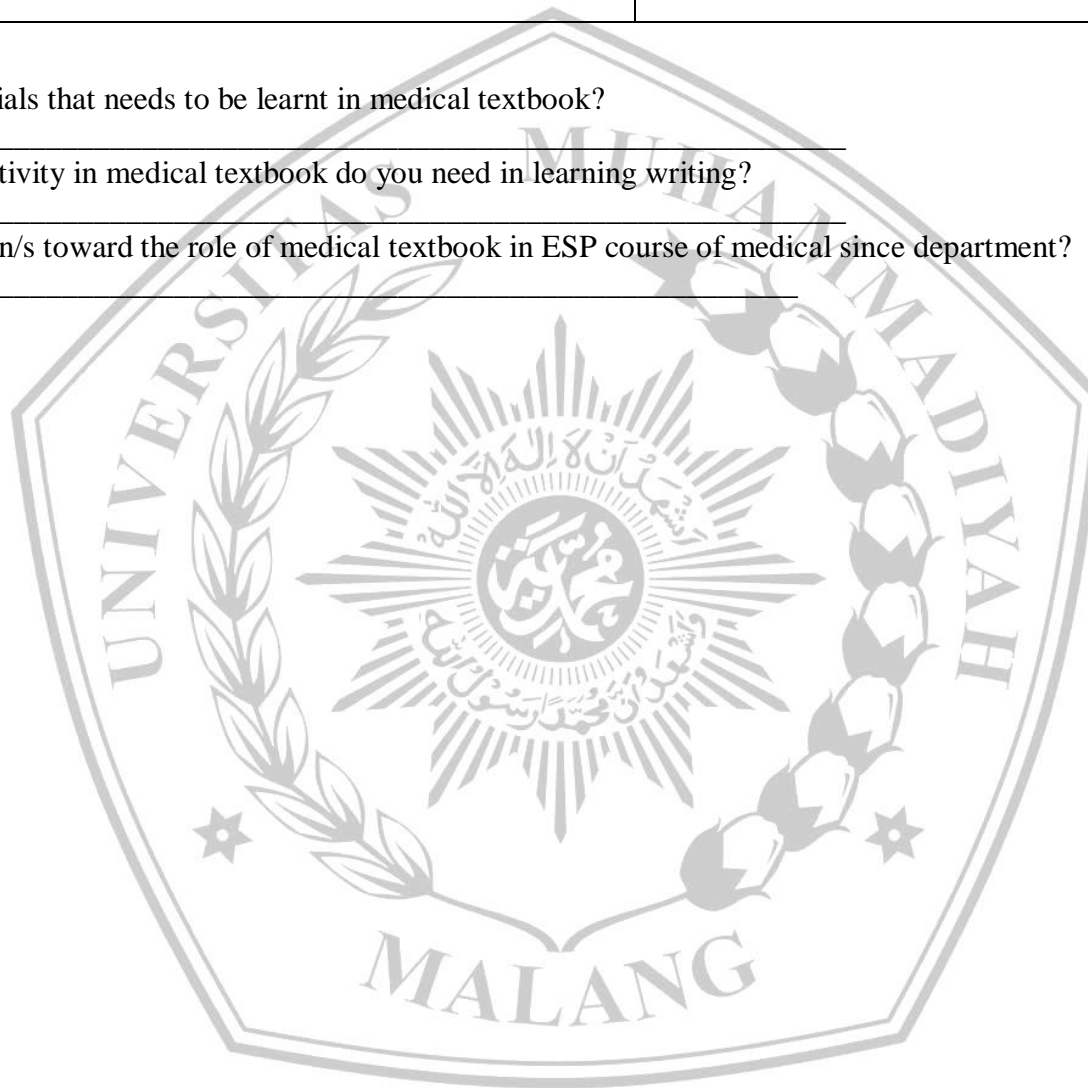
As a medical science student, I need develop my writing skills for:	Strongly Agree	Agree	Not Agree	Strongly not Agree
1. Taking lecture notes				
2. Taking notes from textbooks				
3. Writing a paper for oral presentation				
4. Writing term papers				
5. Writing lab report				

Others (please specify), you may mention more than one :	
--	--

6. What kind of writing materials that needs to be learnt in medical textbook?

7. What kind of exercise or activity in medical textbook do you need in learning writing?

8. What is/are your expectation/s toward the role of medical textbook in ESP course of medical since department?



APPENDIX 2

Students Questionnaire (ESP textbook Evaluation)

This questionnaire used as a tool to collect answer the question about “How much does the ESP textbook entitled “*English for Medical Science*” satisfy the needs of the medical students in learning ESP?” the findings of this data will be useful for the ESP program, especially materials development for medical students. Therefore, the researcher request the cooperation of medical students to fill out this questionnaire with all honestly. The answer you provide will kept confidential and will not affect your academic grades in the ESP class.

Choose the answer that is conformity with providing a mark (V).

A.	<i>General Appearance</i>	Very Good 5	Good 4	Acceptable 3	Poor 2	Very Poor 1
1.	The outside cover is attractive					
2.	The font size used in the book is appropriate.					
3.	The paper used for the textbooks is of good quality					
4.	Printing used is good.					
5.	The titles and sub-heading titles are written clearly and appropriately					
6.	Its size is appropriate					
B	Layout and design					
7.	There is a variety of design to achieve impression.					
8.	There is consistency in the use of titles, icons, labels, italics, etc.					
9.	The textbook includes a detailed overview of the functions and structures that will be taught in each unit.					
10.	The textbook has a detailed table of contents.					
11.	Every unit and lesson is given an appropriate title.					
12.	The textbook has a complete bibliography.					
13.	The textbook is organized effectively.					
C	Visuals					
14.	The visuals are attractive					
15.	The visuals are stimulate students to be creative					
16.	The visuals are compatible with students’ own culture					
D.	Book Objectives					

17.	The objectives are related to the students' needs					
18.	The objectives help the students to choose the right aids in learning medical ESP.					
19.	The textbook raises students' interest in further English language study.					
20.	The activities allow students to talk more than teachers.					
21.	The activities used enable the learners to use English outside the classroom situation.					
E	Subject and Content					
22.	The material is up-to-date.					
23.	It covers a variety of topics of medical fields.					
24.	The language in the textbook is natural and real.					
25.	The subject and content of the textbook is interesting, challenging and motivating.					
26.	The topics encourage students to express their own views.					
27.	The topics provide a list of new or difficult words.					
F	Exercises					
28.	The exercises have clear instructions that explain how every exercise can be done.					
29.	The exercises incorporate individual pair and group work.					
30.	The textbook provides a variety of meaningful exercises to practice language skills.					
G	Speaking					
31.	Activities are developed to encourage student-student and student-teacher oral communication.					
32.	Activities are balanced between individual response, pair work and group work.					
33.	Activities help students become a more confident English speaker.					
34.	Speech exercises invite students to talk about their concerns.					
35.	The situations in the dialogues sound natural.					
36.	There is sufficient material for spoken English (e.g. dialogues, role-plays, etc.) that help to de-emphasize teacher's talk.					
H	Reading					
37.	There is sufficient reading material. (There is a range of varied and interesting reading text that can engage students cognitively and effectively.)					
38.	The content helps students develop reading comprehension skills.					
39.	Many of the reading passages are up-to-date.					
40.	The textbook uses authentic (real world) reading material at an appropriate level.					

I	Writing					
41.	Tasks have achievable goals and take into consideration learners' capabilities.					
42.	Writing Tasks are interesting.					
43.	The writing tasks enhances free writing opportunities.					
44.	The time allotted for teaching the material is sufficient.					
45.	Writings in the textbook are guided and controlled.					
46.	The textbook leads students from simple controlled writing activities to guided writing activities.					
There are still other components or skill to be added to the textbook to make it better. If yes, please mention!						

